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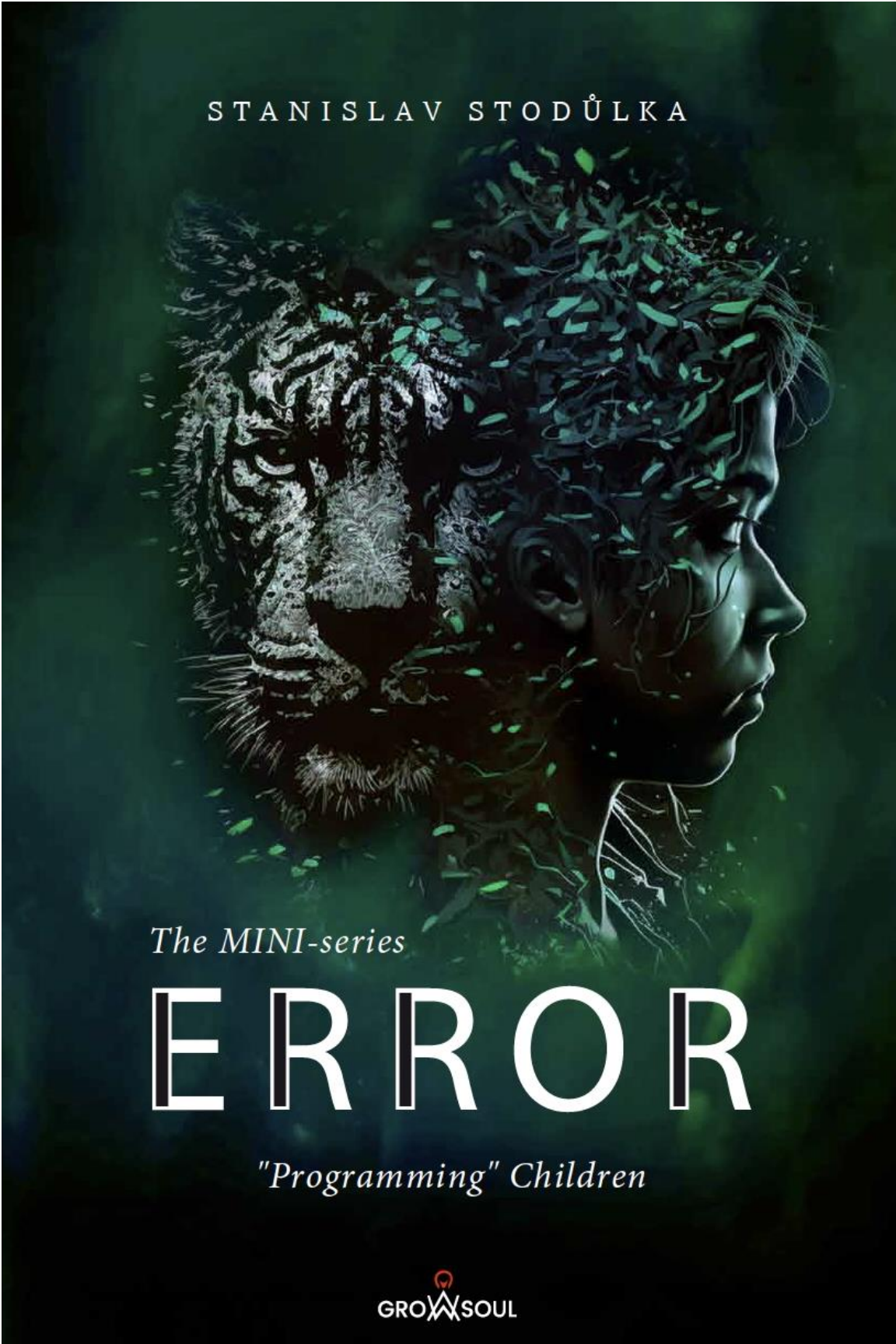

The MINI-series

ERROR

"Programming" Children

GROWSOUL

ERROR

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ERROR: mini-series

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The MINI-series is just a **sneak peek** of the book ERROR – a comprehensive and holistic guide to understanding your body, life within it, and our interconnectedness with "our" planet.

The characters and stories portrayed in this book are fictional. Any resemblance to you and **millions** or **billions** of other people is entirely "coincidental"…

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"Microbodies"... I Mean ... Children

Whether it was a lower degree of caution, or you came to the decision to have your first child after **rational reflection**, in any case, take a bold marker in your hand and, behind your current life, draw…

a pretty thick line!

Many of us may not admit it at first, but from now on **everything** will be **different**. The programming in our head, for which until now the main priority has been "only" us, will begin to divide its attention between us and our new offspring. The offspring, which at the beginning cannot even support its head, its digestive tract doesn't work and it needs something all the time while it can't tell us what. The new little creature has no idea how to survive, how to function in the society it was born into, how to be independent or happy… To **guide them** through all this is now our primary "homework". The task is all the more complicated because we **often don't know** most of it ourselves**,** and yet we have to manage it in a way that does **as little damage as possible**.

So, from the arrival of the baby, you will be splitting your attention while trying to make sure that you all survive. However, no one is going to give us more energy to do this in the long run, quite often it is **just the opposite**. Not only have we probably not had to care for anyone this intensely until now, but we may have had significantly more time to relax. However, as of now, we have

many times more tasks and worries about our body, but at the same time significantly less rest and sleep, also less time just for ourselves. However, this text is not meant to discourage you from parenting, but to set the **right expectations.**

So, in order to increase the chances of our offspring surviving this long and arduous process to **adulthood**, our bodies have armed us with a rather helpful function…

A healthy body, with the help of oxytocin and other hormones, creates very intense feelings towards the offspring.

Long-term feelings, **strong** enough to have us feel an endless need to protect the child throughout life, even at the cost of our own. Thanks to these feelings, however, we protect them not only from the environment and its own indiscretions, but often also **from ourselves,** and therefore from actions stemming from our emotions. For example, when a toddler uses a stone to "carve" something into the paintwork of a new car, throws himself on the ground screaming in the middle of a shopping centre, sprays glue in Grandmother's hair, or repeatedly ignores us…

Now, this may sound funny, but if we are **on the verge** of the end of our physical or mental energy and our body is already struggling to **keep** itself **alive**, **any external factor** that complicates this effort is evaluated by the brain as a threat. Every factor, including one's own child. A child who at that moment, for example, has been screaming for a while, making a fuss, crying, throwing himself on the ground, trying to hit us, etc. The **amygdala**, the animal part of our brains, assesses the situation as dangerous and gives a command…

fight or flight.

Often, there is nowhere to **run to**, but the body simply wants to get rid of the amount of explosive energy and emotions of anger. Sometimes, we are already at the point of being close to exploding. And so the parent, often on their last legs, cannot cope with the situation and **has nowhere to run**… and simply ends up choosing "fight" and **attacks their child**.

Be it deranged screaming, a slap, a spanking, or even an ice shower or some other form of punishment. However, in the moments in question, it's really **not educational at all**. The parent, by attacking their child in this way, is **only venting the overflow of energy** and anger, stemming from the unmanaged crisis. From a situation over which the parent **has lost control**, from a situation that at that moment was controlled by the amygdala.

After venting the immediate impulse of energy, the aforementioned oxytocin often makes itself heard and, together with other mechanisms, tries to prevent us from continuing the **attack on our own offspring**. This is also the moment when seeing the tearful face of your crying and gasping child, you suddenly feel like hugging him and apologising… Welcome to the body!

ERROR

Yes, trying to resist pancakes pales in comparison.

However, if you really can't cope anymore, explaining and communicating didn't get you far, and you are about to explode, then you can try to escape (for a moment). That is, if you have the option. It could be by going into a different room, going outside to cool down, locking yourself in the bathroom…

Alternatively, you can use the trick mentioned at the beginning of this book. Do you remember that to work with emotions you just need to imagine something in your head? When you don't want to actually physically assault the child, but the amygdala is already taking over, then just imagine the slap, for example. Yes, it may sound strange, but our character comes mainly from our actions and not from what our bodily programs and instincts in our head entice us to do. This is also the right time to tell a child openly how we feel and what the situation evokes in us.

Now, some might argue using the oft-used phrase that we have to…

"teach children about respect and reverence from a young age".

However…

respect and reverence cannot be taught.

The child's respect and reverence are something we have to **earn** as a parent.

The only thing we can teach them by behaving this way is the **fear** we program in them. Just because a child does not allow himself to do something **out of fear** does not mean that he respects us. It means that he is afraid of us and quietly despises us.

Earning a child's respect and admiration is not easy and takes a lot of patience and effort put into **explaining**, **communicating,** and, when we make a mistake, **apologising**.

Of course, it is much easier to tell a child not to bother us, saying *"you are too young to understand*" and just letting the amygdala take over.

So, if our favourite retort is…

"Because I said so"

we're probably not on the right track to earning the respect of our children just yet.

Programming the "Microbody"

There are many books on how to guide and program a new individual in the long term, that which society calls "raising children". But let's never forget that **the main thing** that shapes that little bundle of programs is **our behaviour**. And an understanding of the bodily programs, in addition to helping us to better manage **our own lives**, can help us to build the right foundation for the lives of our offspring. Then they might have a little less work to do in undoing the damage we do to them as parents.

In fact, we can both **reinforce** and **mitigate** the negative influence of bodily programs on our child's life. We are even able to **teach the child how to work with them**. However, it's a good start to at least become aware of the most significant impacts.

Let's remind ourselves how seemingly innocent phrases can **program** and, at a **subconscious** level, often **influence** the

behaviour of our offspring **for life,** if they are exposed to them repeatedly:

We compare ourselves to others (and feel inferior)**:**
"See, Petie? Jane can do it already. She's so clever. How come you still can't do it?"

We are overly concerned with what others think:
"Stop it! See, everyone is looking at you. What will they think of you?"

We are unable to admit guilt, scared to "make mistakes" and lose:
"I am punishing Philip for his mistakes for his own good, so that he will try harder and be more careful next time."

With this approach, the individual will indeed be more careful, but mainly by not undertaking anything whereby he might "make a mistake". Alternatively, he will be careful not to have anyone find out about his "mistakes", so that he avoids potential punishment.

We pre-program them with formulas:
"Put on some shoes or you'll get sick"
"If you go outside without a coat in winter, you'll catch a cold!"

The child might then believe all their life that they will automatically get sick from going barefoot and not wearing a coat in winter. We will often really become ill afterwards, while what will actually make us sick is, for example…

Suppressing our emotions:
*"Stop crying! A big boy / girl doesn't cry over **stupid things** like that."*

We also tend to lash out whenever our children are going through the emotions of anger, so we **often intervene immediately**!

"Stop it! Calm down! I've had enough of you!"

As if you could ever calm down **on command**… **Whenever possible**, let children…

experience their emotions…

and let's only come back to examining the cause **by talking to** the child later, once the emotions (of all parties involved) have subsided.

By the way, what is **"a stupid thing"** to the parent can be major to the child. The child hasn't yet dealt with paying a mortgage, being fired from a job, divorcing a spouse, or even being sued. Thus, the program in the child's head and the body's memory unit do not yet have the life experience and **comparison** to allow the child to form a **ranked list of the importance** of various situations. As a result, a toy lost behind the couch can have **exactly the same emotional importance** to your child as your car being stolen.

So, before we get carried away by the amygdala the next time and give a spanking to a crying and inconsolable child with the "*at least now you have something to cry about"* retort, let's first try to think about this text once more. The lost toy will…

still be on the child's mind…

now accompanied by the **sadness** of being misunderstood and wronged. In time, we can be sure that what…

will not be on the child's mind…

is **respect for us.**

And, last but not least, we are setting an example.

The way we walk through life is something our children will subconsciously absorb by observing us. So if we as parents live in an unhappy relationship, for example, or stay in a job that makes us extremely unhappy, but do nothing about it but complain repeatedly, we are giving our offspring the model of "we don't do anything about being unhappy, being unhappy is something we tolerate".

It is not strange at all, then, that many of us are unhappy, if not right from birth, then at least from the moment our parents take us to kindergarten. Then we are often unhappy at school, then we stay in jobs we don't really like, we live in long-term unhappy relationships and then we are surprised to have the psychologist tell us we are depressed…

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A Problem that Started with Good Intentions

This paradoxical scenario occurs if we let the protective feelings triggered by oxytocin and other bodily mechanisms go over our heads and start excessively protecting the new "micro-body", i.e. the offspring, from everything.

"Don't spin around and stop walking on the kerb or you'll fall!"

"Don't you dare drink water now, you're all sweaty!"

"I won't let you play hockey, you may get hurt!"

"You must be cold, put on a sweater right away / You must be too hot, take it off right now!"

"I'll pack your stuff for the trip, you'd forget half of it."

"Come on, let me get you dressed, let me take that off, let me help you with that…"

"Stop touching it! You're too young to understand it anyway."

This is exactly the approach we take when we allow the neural network in our children's brains to undergo **undesirable** "starvation" and the **brain does not have** the right **stimulation** to develop as needed. And to make matters worse, we are probably moulding them to be as a similarly frightened individual as we are.

- ***Paradox:*** *We harm children in the long run by wanting to help them (out of love or short-term convenience)!*

So how can we do better?

The formula is quite simple. Let children think for themselves and make decisions whenever possible. Use **exactly the opposite approach** to that outlined above:

"What are you going to pack for the trip?"

"Take a peek outside and tell me what clothes you want to wear."

"When you're cold, put on more clothes. If you're too warm, take a layer off."

"What would you do if you were me?"

"How would you resolve this disagreement with your sibling so that it is fair?"

"How would you address…. (this or that)?"

"There you go, feel free to try doing that yourself, feel free to learn how to do it."

The computational unit of our body, the brain, is **stimulated to form neural connections** precisely when we are forced to think, and when we are **responsible** for the outcome. Yes, responsibility comes with the risk that every now and then the child will forget something, be cold, or get hurt. But each such **experience** stimulates the child and that helps him to move forward step by step. Thanks to this, one day there may come a moment when the child surprises you and, despite his young age, manages to pack his own backpack, among other things.

When we think about it, it's actually a pretty cool process. Not only will we, as parents, have to do less over time, but our children's brains will develop more efficiently.

By the way, did you know that children have the urge to spin around in one place (and subsequently fall), precisely because their brains make neural connections during this strange activity? So if your child is spinning around in one spot or balancing on the kerb, you shouldn't stop him from doing it, but pay attention and adjust the environment to reduce the chances of injury.

Like Parent, Like “Microbody”! Or…?

Thanks to heritability, your offspring's body may more or less resemble yours in physical features. However, we cannot say that about their personality to the same degree. But if we want it badly enough, I suppose we can always find something, can't we? Whether we like it or not, each child will always be a **new parson** with a mind of their own. A new and unique cocktail of **temperamental traits** and **pre-set programs**. Parents can have multiple children and each one can be vastly different. Often it is completely pointless to investigate what trait was or was not inherited from whom.

However, in terms of character, the child may pick up the parent's behaviour and **behave similarly** or, **conversely**, take your character as a deterrent example of what they never want to be like. What do we do with this piece of information?

There probably isn't a sure-fire manual on how to do it, but there is some basic advice on how to raise **a pleasant individual** that is unlikely to go wrong. That advice is, as much as possible, to…

be pleasant yourselves!

Or to put it differently…

Want to be a good parent? Be a good person!

Simple, isn't it?

This will also make the process of raising children go more smoothly. In that case, you don't have to call it that at all. By setting

an example, you are simply accompanying the child, who is learning from you how to approach life and the environment.

So how to be good within reason? Apart from learning to understand how the programs in our heads work and learning to manage to work with ourselves (at least occasionally), we should treat our computing unit to an ideally daily "re-set" from responsibility! At least for a moment.

Phrases like "take care of the children", "take care of the budget", "take care of the household" hang over our heads every day. But where is the "take care of yourself"? Remember the aircraft example from an earlier chapter? As a parent, in an emergency, you must put the oxygen mask on first, before you can start helping your children, because if you don't take care of yourself first, you won't help the children either. It is no different in life.

If you want to take proper care of others, you must first take proper care of yourself.

So if you are raising children as a couple, set up a schedule so that each of you has some amount of time each day, let's say an hour…

just for yourself…

when the other person will take care of the kids. An hour a day, or at least every other day, one can devote to oneself, disappear, unwind,… Believe me, this process, especially during the first few years with children, can…

protect your health and also your relationship…

not only the relationship you have as a couple, but also the relationship with your children. If you are a single parent, involve friends, grandparents, neighbours… Taking care of children all the time, or going to work and then taking care of children, will test even the most level-headed person in the long run. The body may be a biological machine, but it is still a machine. **An hour of "re-set", of being free from responsibility,** will restore your computing unit for up to an entire following day.

However, life after the arrival of children is not only about children. You two have functioned together as a couple before them and need to function as a couple after them too. Children, of course, are the main priority. As important as…

the two of you who created them.

And if you are still in the planning phase, **take a good look at the quality of your relationship**. Many couples decide to have a baby, with the expectation that a child will fix their dysfunctional relationship, that a child will somehow "cement" it. However, a child is not cement; on the contrary, a child **will test your mutual bond**. So if you are not "cemented" enough already before its arrival, you might quite easily add to the statistics of couples who have not survived parenthood.

René and Emma realise that they share hobbies that do not have to necessarily end with the arrival of a child, thus depriving them of all their time together. They both enjoy trips to the countryside, so they are already looking on the Internet for a baby-friendly frame backpack and an all-terrain buggy. They also love sport and have agreed ahead of time to create a re-set space for each other. René saw what the result was of his father leaving his mother to do everything on her own, because "why not, she is not working!"

When the father had to spend even an hour alone with little René, who was in nappies, he felt how all those childish, to him "stupid" games were more tiring than being at work. Somewhere "inside" he knew that his wife was probably right… That this "maternity leave" probably wasn't a walk in the park, but he refused to admit it out loud. René's parents stayed together, but René doesn't have fond memories of his childhood.

On the other hand, although Emma's parents have been divorced for some time, Emma remembers mainly the deterrent example of her older sister Andrea. Andrea and her husband had a common social life. They were known at every local disco and in most bars. They seemed to be meant for each other, but they virtually lost this shared hobby immediately after the birth of their baby. Arguments over the baby crying in the crib recurred with regularity.

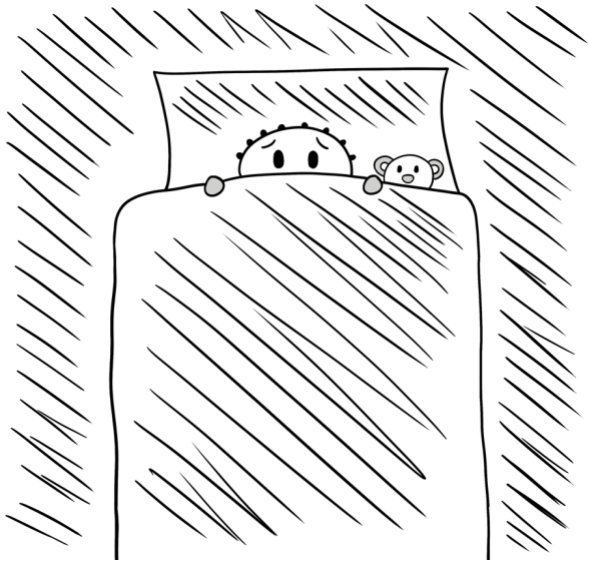
Program Development of the "Microbody"

The baby is like a **little bundle of bodily programs** in its new little body. The *Energy-Intake Program* will make itself heard by the baby starting to cry and wanting to be fed, for example. When this program is satisfied, the *Energy-Conserving Program* will come into play, as the baby will fall asleep, and then, at least for a while, you may finally fall asleep too. This goes round and round, and, as the baby's body grows, more programs are added gradually.

Once our child's computational unit can use vision and hearing more intensively and comprehensively to monitor the environment, the *Danger-Avoidance Program* begins to gain momentum. We notice this, among other things, when a child begins to **be afraid of the dark**! If we look at it from a technical point of view, the *Danger-Avoidance Program* generates feelings

of fear, because the computational unit, the **brain**, **evaluates darkness** as a **dangerous environment**. The brain simply **can't see** with the eyes whether there is any danger lurking in that darkness. So our "old friend", the amygdala, comes to the rescue and generates a pre-emptive **feeling of fear "just in case"** to alert the child to the hypothetical danger.

So, no, it is not just videos on the Internet that cause our children's night terrors, although they can, of course, reinforce the program.



Over time, of course, the brain learns that there really is no "bogeyman" lurking under the bed, and the feelings of fear will diminish with age. However, until then, many a child can "enjoy" **years of** often **traumatic** fear in their own room. In its **extreme form,** despite parental efforts to encourage the child to develop independence, it **could,** in the long term, have **exactly the opposite** effect.

After this treat of a program, other programs gradually come on to the stage, e.g. the *Program for Continuous Life "Enhancement"*. You can recognise it quite easily, among other things, when a child first comes to the conclusion that a sibling's toy is definitely better than his own, even if they are completely identical.

We could go through every single program that has already been mentioned in this book. But let's see what is specific to children. They have almost no control over the bodily programs until a certain age. Children **submit** almost **completely** to the programs.

When the *Continuous Life "Enhancement" Program* sees an attractive toy in the shop, the **child simply wants it!** He may throw himself on to the ground just because of it and put on an unforgettable theatrical performance. *Envy?* When he sees a nicer toy shovel at a friend's house, he starts crying that he wants one too, or yanks it out of the friend's hand while he's in the middle of digging a hole. When the *Energy-Intake Program* makes itself felt in a child, what foods are the most tempting? Bingo! Kids will eat mostly **sweets**. *Inability to lose?* How many times have you dealt with crying or anger because you, a sibling, a friend, or anyone else, finished first or dared to win at a board game? *Comparing oneself with others?*

"Happy Birthday, Andy, you're eight years old today!"

"I'm eight toooo"…

"No, Emmy, you're four now, but don't worry, you will be eight one day too…"

"Nooo, nooo, I'm eight today too."

"……"

Children's behaviour is a significant manifestation of **the bodily programs,** and one of our most important tasks in life is to understand them and learn to…

take control.

Admit it. It's totally inappropriate for you, as an adult, to snatch an ice cream cone from the hands of a passer-by, because you want the one he has.
How fast the process is of taking control and mastering the bodily programs depends on the unique programming pre-set and innate temperament of each individual and the environment. However, the **parent** plays a crucial, unprecedented role. Do not think, however, that this process ever comes to an end…

Now, some might argue that this is why children go to school, so that they can learn everything there that they need for life. Yes, it is true that a person spends easily one-third of their life at school. School can prepare us quite thoroughly for **entering the workforce**. However, how much really valuable knowledge **for life** did you take away from school? That is for you to answer for yourself.

Either way, children give us quite a lot of room to learn. And not only about them, but especially…

about ourselves.

By the way, a child's brain may not reach the "computing capacity" of some adults, but a child can still sense ridicule, blame, pity, and general emotions quite well. So if you realise you've made a mistake in raising them, don't be reluctant to **apologise to the child**. No, you won't lose respect by doing so. On the contrary, you are just **building actual respect**.

ERROR

Want more? Dive deeper into the book ERROR!

The mini-series is just a **sneak peek** of the book ERROR – a comprehensive and holistic guide to understanding your body, the life within it, and our interconnected existence on this planet.

Among other things, in ERROR, you'll uncover:

Bodily programs:

- **Energy Intake Program** – Why our bodies store excess weight and what we can do about it.
- **Energy Conserving Program** – Understanding laziness and how to break free from its grip.
- **Danger Avoidance Program** – How the fear of change controls us and ways to overcome it.
- **Ego Programs** – Why we compare ourselves to others, struggle to admit mistakes, or worry about others' opinions.

And much more:

- **Puzzle/Puzzle:** How bodily programs influence your romantic relationships.
- **You (probably) didn't choose your body** – Are you and your body one, or are you two separate entities?

- **"Cogito, Ergo Sum!"** – Discover the source of your thoughts and learn to control them.
- **Emotions** as reactive properties of the body – How to understand and work with them.
- **Body components** – Am I a machine, an animal, or something entirely different?
- **"Memento Mori"** – Fear of death and how to walk life's path calmly, heading toward your final breath.

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Take the next step. Find answers (or new questions and thought-provoking ideas) in ERROR.

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Sincerely,
Stanislav